Group Assertiveness Training

TI 021 - Thematic

By

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Group Assertiveness Training TI –021
Table of Contents

General Format ................................................................................................................................... 1
First Session ....................................................................................................................................... 3
Second Session ............................................................................................................................... 8
Third Session ..................................................................................................................................... 11
Fourth Session ............................................................................................................................. 14
Fifth Session ....................................................................................................................................... 16
Sixth Session ..................................................................................................................................... 18
Handout for First Session .................................................................................................................. 19
Handout for Second Session ............................................................................................................. 21
Handout for Third Session ................................................................................................................ 22
Handout for Fourth Session .............................................................................................................. 24
Handout for Fifth Session ................................................................................................................ 25
Handout for Sixth Session ................................................................................................................ 26
Group Assertive Training –TI 021

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General Format

A. Pre-Screening

1. Clients should be seen individually by one of the group trainers for brief evaluation of appropriateness for group:
   a. Validation of problem (assertion).
   b. Presentation of general group format, nature of the group and meeting schedule.
   c. Client’s commitment to attend all group sessions.

Note: Pre-screening allows for exclusion of clients whose psychopathology might hinder their understanding and participation in the group, and, consequently, would impede group progress; both the individual and the group could suffer from inappropriate inclusion. Presentation of the group format ensures that the client is getting what he or she wants.

B. Group Composition

Optimally, the group should not exceed six members (plus two trainers) and would be a mix of male and female.

Note: For this particular time format, a maximum of six members allows for sample role-playing time and interaction with the same and other sex peers.

C. Trainers

Again, optimally, two trainers are desirable: male and female. Both should be as similar in age and cultural group to the group members as possible, and also should be assertive individuals.

Note: Co-trainers can bring increased sensitivity and awareness of group process, and this arrangement allows for coordinated “rest periods” for one or the other of the trainers. The male-female arrangement and similarity to group members increases the effectiveness of covert and overt modeling.
D. Session Format

- Six sessions of 2 hours each
- Videotape equipment and technician used in Sessions 2–5 as a feedback tool. Desirable but not mandatory.
- Note: This format is somewhat arbitrary, but seems to allow for achieved training goals. The use of the videotape is discussed in a later section.
- Outlines of each session are handed out at the beginning of the session.
First Session

A. Trainers and group members introduce themselves.
   Leaders begin to establish a sense of group cohesiveness.

B. Trainers hand out session outline with assertive principles and activities, mainly role-play. This is done at the beginning of each session.
   This provides group members with a guideline for the session that reduces some of the anticipatory anxiety and a reference sheet for later review.

C. Assertion Training Rationale
   Trainers explain rationale for Assertion Training (AT) behavioral therapy in specific terms:
   1. Changing behavior directly has proven to be very effective in positively changing individual’s self-concept and feelings of inter-personal competence.
   2. As a result, AT, as a behavioral therapy, has been effective in training people in the skills of assertion.
   3. Assertive behavior is a learned skill which can be acquired in AT. An unassertive person has simply not learned this skill rather than possessing a “deficient personality.”

   Note: The presentation of assertion as a learned skill attempts to counter the conceptualization of unassertive behavior as unchangeable and as an artifact of a “deep-rooted” psychological problem.

D. Behavioral Components of Assertion & Exercise Practice
   Trainers explain that the skill of assertive behavior can be broken down into manageable behavioral components, and they ask members to pair up and practice goals.

   Note: This introduces the “components” section, which operationalizes the skills acquisition.
Behavioral Components of Assertion and Exercises

1. Eye contact and appropriate facial expressions are components of effective assertion.

   Trainers first briefly model this behavior both negatively and positively. And then they introduce this exercise:

   **Exercise #1**
   
   Group members pair up and one person begins a conversation (content irrelevant) while looking down at the floor; gradually, while speaking, he or she makes full eye contact. The pair then repeats the same exercise, reversing roles (total time approx. 1 minute for the pair).

   *Note: Essentially, this and the following exercises are interpersonal warm-ups, but they also allow the individuals to experience the behavioral contrast in themselves and others. Above all, these should be enjoyable.*

2. Body posture and appropriate hand movements are also desired components. Trainers briefly model being stoop-shouldered and “crumbled,” contrasting this with sitting with shoulders squared and head erect; they also model lack of hand movement and then model using appropriate gestures. Then they ask the pairs to model.

   **Exercise #2**
   
   As before, one member of the pair begins speaking to the other while slumped over and with hands motionless; gradually, the posture is aligned and the hands are brought into play secondarily. Again, other member repeats the exercise with a role reversal.

   *Note: Essentially, this is an interpersonal warm-up, but it also allows the individuals to experience the behavioral contrast in themselves and others. These should be enjoyable above all.*

3. Vocal Tone and Quality are additional desired components. Trainers model this vocal behavioral contrast, then have the pairs model “bad” and “good” behavior twice, with a role reversal.

   **Exercise #3**
   
   The members of the pair alternate this exercise of beginning to speak in a low and shaky voice and gradually building to an even, fluid voice with reasonably loud volume.
4. **Goal Directedness** is also a component of assertive behavior. Content actually involves the idea of goal-directedness in assertion and communication that allows for the integrity and rights of both individuals involved. Explain that this component is practiced in the later role plays.

*Note: This component is practiced and elucidated within the later role-plays. The respect for one’s own and other’s rights stresses that this is neither an aggressive nor a manipulative technique.*

**E. Assertive Guideline:**

Trainers present the Assertive Guideline:

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“State the feeling that needs to be expressed as clearly as possible, and state what you need from the other person. If appropriate, ask for respect from the other person for your feeling.”
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*Note: This statement is intended only to be a clear statement of the general interpersonal mechanics of assertion. The last sentence reflects that the asserter does not always get the goal he or she wants, but always has the human right to express his or her feeling or opinion.*

Trainers present the fact that assertion does not always result in goal-attainment; there is, however, a personal integrity involved in not betraying one’s own reality.

**F. Trainers present Reasons for Assertion:**

1. **Objective Approach Assertion** is assertive behavior utilized in the pursuit of or movement towards an objective goal (e.g. ask for a pay raise, ask to borrow an object from a friend, getting past rude secretaries or clerks to get a matter settled, etc).

*Note: This breakdown of assertion allows for a clearer conceptualization of assertive motives and provides group members with a cognitive model for their assertion skills.*

2. **Subjective Approach Assertion** is assertive behavior utilized to approach another person for reasons of interpersonal attraction or any subjective communication to another person (e.g. getting beyond superficial acquaintances to actual friendships, communicating interpersonal feelings, etc).

*Note: This type of assertive behavior is often neglected and many programs focus on defensive assertions (see below); it is important to include assertion that is directly life enhancing.*
3. **Defensive Assertion** is assertive behavior utilized to maintain one’s individual rights and personal dignity; in essence, one is “defending” one’s life-space.

Trainers call for questions on these and clarify any issues that require it.

**G. Trainers Model Role-Plays:**

Trainers role-play 3 pairs of scenes, one pair each for the (1) objective approach, (2) subjective approach, and (3) defensive assertion.

*Note: This procedure models the basic role-play procedure, which will be used with the group members. Essentially, group members see the process of behavioral shaping toward effective assertive behavior.*

**Format:**

1. Trainers utilize 3 pre-selected situations to correspond with the 3 types of assertion.

2. They first assign behavior component discrimination roles to each of the group members; these people then critique the role-plays after the first scene of a pair. The discrimination roles are for observation of eye contact, facial expression, body posture, hand movements, vocal tone and quality, and content (goal directedness). These roles should be rotated at the end of each pair of scenes.

*Note: This procedure allows for active group member practice in discrimination of behavioral components and for consolidation of modeled behavior.*

3. Trainers then perform first role play.

   In this role play, the “asserter” is portrayed as being unassertive by leaving out some components (time of scene should take approximately one minute). Group members critique presence or absence of components.

4. Trainers replay same scene with effective behavior (time should take one minute).

   *Note: Trainers are here modeling responses to group feedback.*

5. This sequence is repeated for the other two types of assertion: Subjective Approach and Defensive Approach. It is important to not make model role-plays unrealistic in their “transformation” from unassertive to assertive.

   The trainers are modeling process as well as content, and group members are not likely to believe sudden adaptive changes.
H. Homework Assignments for Group

1. Observe a good assertive role play and study the behavioral components used by the person demonstrating the good role play.

   Note: This observation allows for further modeling effect.

2. In interactions with others, be aware of the presence or absence in your own behavior of the assertiveness components and actively bring them into play in order to make better contact.

   Note: This assignment maintains client’s awareness of these components during the week and encourages them to flex their “body language” muscles.

3. Describe two situations in your own life in which you have been unable to be assertive and would like to be that way. Bring these written scenes to the next session.

   Note: These are the two basic scripts for individuals’ role-plays in the group for the next session. By using their own real-life situations, the group members are better able to generate the group-learned skills for their lives.
Second Session

Preparation:
- Assemble video equipment for feedback
- Select quick relaxation exercise for participants

A. Discussion of homework and sharing of past week’s experiences.

  Note: Trainers can respond to group members’ assertion-related experiences and positively reinforce any progress made. Also individuals with concerns usually raise questions and issues.

B. Trainers hand out session outline.

C. Further Behavioral Guidelines for Assertive Behavior.

  Trainers explain some further behavioral guidelines for assertion:

  1. Relax as fully as possible before entering a difficult assertion situation. Group members can either be taught a quick relaxation technique in the group (such as Fensterheim’s method) or be offered relaxation training at another time.

     Note: It is clear that reducing one’s anxiety before a difficult encounter is beneficial, and a relaxation technique is a valuable tool to possess. Reference: Herbert Fensterheim’s Don’t Say Yes When You want to Say No (Dell; Reissue edition: November 15, 1975)

  2. Try to engage the other person from the beginning of an encounter with non-verbal behavioral components.

     Note: Focusing on the very beginning of an assertive encounter is very important; initial contact is essential.

  3. Keep the goal of the interaction in mind and actively return to it when necessary.

     Note: Persistence counts for a lot in assertion, and it may be necessary to “recycle” back to the goal.

  4. Focus on getting your own feelings across in a direct, straightforward manner.

     Note: Since unassertive people worry excessively about the other person’s feelings, it is reasonable at this point to encourage group members to devote more energy to their own feelings.
D. Group Members’ Role-Plays: The Less Difficult

Ask the group members to identify which of the two scenarios they wrote up for their homework assignment is the less difficult. These scenarios were ones in which they have been unable to be assertive and would like to be that way. By using their own real-life situations, the group members will be better able to generate the group-learned skills for their lives.

Half the group will role-play the less difficult of their two written scenes with one of the trainers as the “assertee.” The other half of the group will observe.

*Note:* Starting with the less difficult allows for higher probability of success initially. Trainers should role-play a character difficult enough to make the person work at the assertion, but not so much so that the member is discouraged.

**Format for Trainer-Client Role-Plays**

1. After the group member describes his or her situation in enough detail to allow realistic role-playing, the member and one of the trainers play it. (About 1-2 minutes)

   *Note:* At this point in time, it is best to have a trainer in the “assertee” role (until perhaps the 4th session); the trainer can better modulate the degree of resistance and general difficulty of the scene. The role-play is videotaped.

2. Immediately after the scene, the “asserter” views the videotape playback and critiques the behavioral components.

   *Note:* Group member actively observes and critiques his or her own behavior; he or she “owns” this behavior.

3. One of the trainers initiates feedback from the other group members and elicits positive reinforcement. Suggestions for improvement are offered.

   *Note:* Trainers are here modeling a constructive reinforcement process.

4. The role-play is repeated by the member and the trainer, again being videotaped and replayed and with group feedback. If necessary, the process can be repeated a third time until the individual is comfortable with his performance and the group (and trainers) feels that progress has been made.

   *Note:* This is basically a behavior-shaping procedure with a plentiful amount of appropriate reinforcement. The trainers should be vigilant, and then group feedback is constructive and not hostile.
E. Homework Assignments

1. Relaxation Technique: Practice the quick relaxation technique when feeling anxious (or acquire other relaxation skills if desired).

2. Behavioral Contract: Group members now make a behavioral contract with the group to be accomplished during the week; the goal of this contract is to express their feelings in a non-threatening situation.

   Group members must pick a real-life situation where they would like to express feelings. They then write it down (one copy to trainer, one copy for themselves). At the next session, the outcomes of these assertion situations will be discussed.

   *Note: This assignment begins a series of between-session contracts to motivate group members to change their behavior outside the group. These are “gentlemen’s agreements,” but the demand characteristics of the group are a powerful motivating force.*
Third Session

A. Discussion and sharing of experiences over the past week and contracts made with the group.

1. Trainers (and group) actively and positively reinforced gains made.

   *Note: hopefully, group members have gained their own positive reinforcement “in vivo,” but the group reinforcement is also beneficial.*

2. Broken contracts should be explored and suggestions made (non-punitively).

3. Hand out session outline.

B. Trainers present three additional guidelines:

1. **Good assertion is not aggression:** assertion should respect both the rights of the asserter and assertee. Aggressive behavior clearly closes off communication of any real, productive sort.

   *This distinction is best made within role-play feedback, but a formal conceptual statement is helpful.*

2. **Timing of an assertive response is critical** in two respects:

   a. When an individual does not assert in a given situation, over time, he builds up anger and resentment which sometimes is then “dropped” much later on the other person; this delayed response is generally distorted and definitely non-productive.

   *Note: Since many non-assertive people sometimes “explode” after a long period of silence, this concept allows them to see the connection between stored-up assertion and consequent eruptive aggression. This concept is mostly elaborated in the role-plays and emphasizes the first few moments of making contact with the other person.*

   b. Within an assertive encounter, the most effective response is an immediate response and the person should state his or her feeling before being side-tracked.

3. Before asserting, it is important that the individual **internally reflect on the specific goal.** The assertive response should begin with a personal feeling; very often the intervention should be initiated with “I . . . .”
Note: This is emphasized to facilitate straightforward communication, but also to prevent accusations of the other person, which only serve to put others on the defensive.

C. Group Members’ Role-Plays: The Less Difficult.

This session, those who did not role-play the last time will role-play with the trainer the less difficult of their two scenarios. These scenarios were ones in which they have been unable to be assertive and would like to be that way. By using their own real-life situations, the group members will be better able to generate the group-learned skills for their lives.

One of the trainers will act as the “asserter.” The other half of the group will observe.

Note: Starting with the less difficult allows for higher probability of success initially. Trainers should role-play a character difficult enough to make the person work at the assertion, but not so much so that the member is discouraged.

Format for Trainer-Client Role-Plays

1. After the group member describes his or her situation in enough detail to allow realistic role-playing, the member and one of the trainers play it. (About 1-2 minutes)

Note: At this point in time, it is best to have a trainer in the “asserter” role (until perhaps the 4th session); the trainer can better modulate the degree of resistance and general difficulty of the scene. The role-play is videotaped.

2. Immediately after the scene, the “asserter” views the videotape playback and critiques the behavioral components.

Note: Group member actively observes and critiques his or her own behavior; he or she “owns” this behavior.

3. One of the trainers initiates feedback from the other group members and elicits positive reinforcement. Suggestions for improvement are offered.

Note: Trainers are here modeling a constructive reinforcement process.

4. The role-play is repeated by the member and the trainer, again being videotaped and replayed and with group feedback. If necessary, the process can be repeated a third time until the individual is comfortable with his performance and the group (and trainers) feels that progress has been made.
Note: This is basically a behavior-shaping procedure with a plentiful amount of appropriate reinforcement. The trainers should be vigilant, and then group feedback is constructive and not hostile.

D. Homework Assignment: Objective Approach Assertion.

Group members contract to act on a real-life objective approach assertion.

Remind the group that Objective Approach Assertion is assertive behavior utilized in the pursuit of or movement towards an objective goal (e.g. ask for a pay raise, ask to borrow an object from a friend, getting past rude secretaries or clerks to get a matter settled, etc).

Group members must pick a real-life objective approach situation where they would like to express feelings. They then write it down (one copy to trainer, one copy for themselves). At the next session, the outcomes of these assertion situations will be discussed.

Note: This assignment continues a series of between-session contracts to motivate group members to change their behavior outside the group. These are “gentlemen’s agreements,” but the demand characteristics of the group are a powerful motivating force.

This second contract is more difficult than the previous one, and the latter two contracts complete the hierarchy of increasing behavioral challenge.
Fourth Session

A. Discussion and sharing of experiences over the past week and contracts made with the group.

1. Trainers (and group) actively and positively reinforced gains made.

   Note: hopefully, group members have gained their own positive reinforcement “in vivo,” but the group reinforcement is also beneficial.

2. Broken contracts should be explored and suggestions made (non-punitively).

B. Hand out session outline.

C. Trainers review principles covered in past sessions (briefly) and respond to issues raised.

   • Behavioral Components of Assertion
   • Assertive Guideline
   • Three Reasons for Assertion
   • Further Behavioral Guidelines
   • Three Additional Guidelines

   Note: This is intended as a conceptual refresher prior to the second go-round of role-playing.

D. Group Members’ Role-Plays: The More Difficult.

This session begins the process of using the more difficult of the member’s scenarios for role-play with the trainer. As before, half of the group will role-play; one of the trainers will act as the “asserter.” The other half of the group will observe.

Each role-play is videotaped. Immediately after the scene, the “asserter” views the videotape playback and critiques the behavioral components.

One of the trainers initiates feedback from the other group members and elicits positive reinforcement. Suggestions for improvement are offered. Trainers model a constructive reinforcement process.

The role-play is repeated by the member and the trainer, again being videotaped and replayed and with group feedback. If necessary, the process can be repeated a third time.
until the individual is comfortable with his performance and the group (and trainers) feels that progress has been made.

E. Homework Assignment: Defensive Assertion

Group members contract to act on a real-life defensive assertion. Remind the group that Defensive Assertion is assertive behavior utilized to maintain one’s individual rights and personal dignity; in essence, one is “defending” one’s life-space.

Group members must pick a real-life defensive approach situation where they would like to express feelings. They then write it down (one copy to trainer, one copy for themselves). At the next session, the outcomes of these assertion situations will be discussed.
Fifth Session

A. Discussion and sharing of experiences over the past week and contracts made with the group.

1. Trainers (and group) actively and positively reinforced gains made.

   *Note: hopefully, group members have gained their own positive reinforcement “in vivo,” but the group reinforcement is also beneficial.*

2. Broken contracts should be explored and suggestions made (non-punitively).

B. Hand out session outline.

C. Group Members’ Role-Plays: The More Difficult.

   This session continues the process of using the more difficult of the member’s scenarios for role-play with the trainer. As before, the other half of the group will role-play; one of the trainers will act as the “assertee.” The rest of the group will observe.

   Each role-play is videotaped. Immediately after the scene, the “asserter” views the videotape playback and critiques the behavioral components.

   One of the trainers initiates feedback from the other group members and elicits positive reinforcement. Suggestions for improvement are offered. Trainers model a constructive reinforcement process.

   The role-play is repeated by the member and the trainer, again being videotaped and replayed and with group feedback. If necessary, the process can be repeated a third time until the individual is comfortable with his performance and the group (and trainers) feels that progress has been made.

D. Homework Assignment: Subjective Approach Assertion

   Group members contract for a real-life subjective approach assertion (as before).

   Remind the group that Subjective Approach Assertion is assertive behavior utilized to approach another person for reasons of interpersonal attraction or any subjective communication to another person (e.g. getting beyond superficial acquaintances to actual friendships, communicating interpersonal feelings, etc).

   Group members must pick a real-life subjective approach situation where they would like to express feelings. They then write it down (one copy to trainer, one copy for
themselves). At the next session, the outcomes of these assertion situations will be discussed.
Sixth Session

A. Discussion and sharing of contracts (as before)

B. Group Improvisational Role-Plays

1. Trainers and group members pick random assertive situations to role-play; these should be situations that occur suddenly and for which an asserter must respond without prior rehearsal or planning (e.g., someone steps in front of you in line, someone takes your seat, people talking loudly at the movies, etc.).

Note: These role-plays are intended as additional behavioral practice and as enjoyment. These sudden situations are frequent in life and require more spontaneous assertive responses.

2. As much of the group can get involved as possible so that the situation is realistic; one person is targeted as the “asserter.”

3. Videotape is not used for these role-plays, and feedback and reinforcement is chiefly in the hands of the group.

4. The scene may be replayed as necessary.

B. Trouble-shooting and Wrap-up

1. Trainers can respond to any unclear concepts or general issues, such as:

   a. When should one choose to assert or not to assert?

   b. What are some self-verbalized, irrational expectations of consequences of assertion?

Note: There are values considerations that are worth dealing with after one acquires this behavioral skill; namely, to what end is it used?

Some group members may have irrational, catastrophic expectations, which impede further progress
Handout for First Session

Discussions

Assertion Training Rationale

1. Changing behavior directly has proven to be very effective in positively changing individual’s self-concept and feelings of inter-personal competence.

2. As a result, Assertion Training (AT), as a behavioral therapy, has been effective in training people in the skills of assertion.

3. Assertive behavior is a learned skill which can be acquired in AT. An unassertive person has simply not learned this skill rather than possessing a “deficient personality.”

Components of Effective Assertion

1. Eye contact and appropriate facial expressions.

2. Body posture and appropriate hand movements

3. Vocal Tone and Quality

4. Goal Directedness

Reasons for Assertion

1. Objective Approach Assertion is assertive behavior utilized in the pursuit of or movement towards an objective goal (e.g. ask for a pay raise, ask to borrow an object from a friend, getting past rude secretaries or clerks to get a matter settled, etc).

2. Subjective Approach Assertion is assertive behavior utilized to approach another person for reasons of interpersonal attraction or any subjective communication to another person (e.g. getting beyond superficial acquaintances to actual friendships, communicating interpersonal feelings, etc).

3. Defensive Assertion is assertive behavior utilized to maintain one’s individual rights and personal dignity; in essence, one is “defending” one’s life-space.

Activities

Group Members Practice Assertive Behavioral Skills in Pairs

Trainers Model Assertive Role-Plays for each of the Assertive Approaches.
Homework Assignments

1. Observe a good assertive role play and study the behavioral components used by the person demonstrating the good role play.

2. In interactions with others, be aware of the presence or absence in your own behavior of the assertiveness components and actively bring them into play in order to make better contact.

3. Describe two situations in your own life in which you have been unable to be assertive and would like to be that way. Bring these written scenes to the next session.
Handout for Second Session

Discussions

Further Behavioral Guidelines for Assertion

1. Relax as fully as possible before entering a difficult assertion situation.

2. Try to engage the other person from the beginning of an encounter with non-verbal behavioral components. Focusing on the very beginning of an assertive encounter is very important; initial contact is essential.

3. Keep the goal of the interaction in mind and actively return to it when necessary. Persistence counts for a lot in assertion, and it may be necessary to “recycle” back to the goal.

4. Focus on getting your own feelings across in a direct, straightforward manner.

Activities

Discussion of experiences and sharing of contracts

Group Members’ Role-Plays using Real Life Scenarios in Trainer/Group Member pairs. Videotape is used where possible as a feedback tool.

Homework Assignments

1. Relaxation Technique: Practice the quick relaxation technique when feeling anxious (or acquire other relaxation skills if desired).

2. Behavioral Contract: Group members now make a behavioral contract with the group to be accomplished during the week; the goal of this contract is to express their feelings in a non-threatening situation.
Handout for Third Session

Three Additional Guidelines for Effective Assertion

1. Good Assertion is not aggression; assertion should respect the rights of the asserter and the assertee. Aggressive behavior clearly closes off communication of any real, productive sort.

2. Timing of an assertive response is critical in two respects:
   a. When an individual does not assert in a given situation, over time, he or she builds up anger and resentment which sometimes is then “dropped” much later on the other person; this delayed response is generally distorted and definitely non-productive.
   b. Within an assertive encounter, the most effective response is an immediate response and the person should state his or her feeling before being side-tracked.

3. Before asserting, it is important that the individual internally reflect on the specific goal. The assertive response should begin with a personal feeling; very often the intervention should be initiated with “I . . . .”
   This facilitates straightforward communication, and also prevents accusations of the other person, which only serve to put others on the defensive.

Activities

Discussion of experiences and sharing of contracts

Group Members’ Role-Plays using Real Life Scenarios in Trainer/Group Member pairs. Videotape is used where possible as a feedback tool.

Homework Assignment

Group members contract to act on a real-life objective approach assertion.

Objective Approach Assertion is assertive behavior utilized in the pursuit of or movement towards an objective goal (e.g. ask for a pay raise, ask to borrow an object from a friend, getting past rude secretaries or clerks to get a matter settled, etc).
Group members must pick a *real-life objective approach situation* where they would like to express feelings. They then write it down (one copy to trainer, one copy for themselves). At the next session, the outcomes of these assertion situations will be discussed.
Handout for Fourth Session

Activities

Discussion of experiences and sharing of contracts

Review of Concepts about Assertiveness

Role-Playing: More Difficult Scenario

Homework Assignment

Group members contract to act on a real-life defensive assertion. Remind the group that Defensive Assertion is assertive behavior utilized to maintain one’s individual rights and personal dignity; in essence, one is “defending” one’s life-space.

Group members must pick a real-life defensive approach situation where they would like to express feelings. They then write it down (one copy to trainer, one copy for themselves). At the next session, the outcomes of these assertion situations will be discussed.
Handout for Fifth Session

Activities

Discussion and sharing of experiences over the past week and contracts made with the group.

Group Members’ Role-Plays: The More Difficult.

Homework Assignment

Group members contract for a real-life subjective approach assertion (as before).

Subjective Approach Assertion is assertive behavior utilized to approach another person for reasons of interpersonal attraction or any subjective communication to another person (e.g. getting beyond superficial acquaintances to actual friendships, communicating interpersonal feelings, etc).

Group members must pick a real-life subjective approach situation where they would like to express feelings. They then write it down (one copy to trainer, one copy for themselves). At the next session, the outcomes of these assertion situations will be discussed.
Handout for Sixth Session

Activities

Discussion and sharing of contracts.

Group Improvisational Role-Plays

Trouble-Shooting and Wrap-up